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ENG 4801-001: Integrating the English Language Arts

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English 4801: Integrating the English Language Arts

Professor: Dr. Donna Binns

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Office Hours: Mondays 1:00 p.m.--2:50 p.m.; Tuesdays 4:00 p.m.—4:50 p.m.;
Wednesdays 2:00 p.m.—2:50 p.m.

Course Description: This course explores strategies for integrating the English language arts, including reading, writing, speech, drama, and media.

Course Objectives: Following NCTE Guidelines and Illinois Common Core and Content Area Standards, this course will:

- Foster an understanding of the significance of adapting written and oral communication to audience, situation, and setting
- Enable course participants to recognize the range of components of the communication process and model effective written and oral communication
- Examine strategies for teaching oral, written, visual, and media literacy
- Study methods of integrating technology and media into the classroom
- Examine ways to connect reading and writing in the classroom
- Provide an opportunity for participants to design instruction that integrates English language arts
- Encourage the implementation of a variety of instructional strategies to foster student literacy.

Required Texts and Materials:

In Case You Teach English: An Interactive Casebook for Prospective and Practicing Teachers

Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12

10 Easy Ways to Use Technology in the English Classroom

Seeing & Believing: How to Teach Media Literacy in the English Classroom

Making the Journey: Being and Becoming an English Teacher

Course Requirements: You must complete all parts of all major assignments to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory. More detailed assignment instructions will be provided for major assignments as the semester progresses. In accordance with NCATE content-area guidelines, five clinical experience hours, in addition to required College of Education hours, are required for course completion. The College of Education's Live Text requirements apply. You must submit a revised copy of your unit plan to Dr. Binns through Live Text.

Response Papers/Daily Work

Response papers--Respond to assigned readings. **Cite the pages to which you refer.** Submit a hard copy of each response on the assigned due date.

Daily work-- Daily work includes class participation, in-class writing, peer response, informal group work, oral presentations, and individual activities. A participation grade will be assigned each week, and it will be worth up to five points. Students who participate in class discussions, bring required materials to class, and positively contribute to class activities should earn all available points for that week. Failure to participate in class activities, failure to bring course materials, or excessive tardiness will result in a loss of some or all of the weekly participation points at my discretion.

Journal Article Assignment

Select and read a journal article from an academic journal related to teaching English language arts (such as *English Journal* or *English Education*) on a specific topic related to teaching media, speech, theater, or journalism. In the paper, summarize the selected article and discuss teaching implications in general and potential applications for your own future classes.

Mini-lesson Presentation

Present a fifteen-minute mini-lesson that relates to media, speech, theater, journalism, or integrating the English language arts. Your mini-lesson may relate to your unit plan.

Unit Plan Project

(Printed copy turned in to Dr. Binns on the initial due date and revised copy turned in with the portfolio and through Live Text). You are expected to compose a conceptual unit plan demonstrating your awareness of integrating the English language arts. Use class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching reading, speaking, writing, listening, and utilizing media and technology in the English classroom.

Clinical Experience Essay

This reflective essay involves applying what you have learned about integrating the English language arts in relation to your prior and/or current clinical experiences. Five hours of content-based clinical experience are required as part of course completion, and that experience, as well as other clinical experiences (if applicable), should be reflected in this essay.

Portfolio

Revision Self-Analysis

Journal Article Assignment (original graded copy and revision)

Unit Plan (original graded copy and revision)

Clinical Experience Essay

Verification of Professional Organization Membership

Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises and peer review activities (generally worth 10-20 points each) cannot be made up at a later date. After two absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for illness or emergency. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description and writing a brief description can make up the time (but not work missed). Perfect attendance merits the addition of 20 extra-credit points to the daily work points earned (before the daily work score is averaged).

Late Work: Late work that is not excused before its due date will be penalized by 10% of the maximum possible score for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by up to 10% of the maximum possible points. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. **E-mail attachments will not be accepted as substitutes for hard copies of your work.** Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

Course Grade: Penalties for excessive absences will be deducted as described in the “Attendance” section. Otherwise, your final course grade will be determined by the following:

Response Papers/Daily Work	20%
Journal Article Assignment	10%
Mini-lesson	10%
Unit Plan	20%
Clinical Experience Essay	20%
Portfolio	20%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s original work’ (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodation, please contact the Coordinator of the Office of Disability Services.

Graduate Students: Students who are taking this course for graduate credit must complete an additional assignment: a syllabus for a writing course. See me for more information. This syllabus grade will factor as 50% of your of portfolio grade (10% of your overall grade).

English 4801 Course Schedule

This schedule is subject to additions and changes at my discretion. Articles and chapters available through e-reserve or the library reserve desk may be added. Assignments are due on the date that they appear on the schedule. Unless otherwise indicated, response papers should discuss assigned reading for that class day.

- 8-21 Course Introduction
- 8-28 *Making the Journey* Chapter 1
10 Easy Ways to Use Technology in the English Classroom Introduction and Chapter 1
In Case You Teach English Introduction and Case 1
Response Paper Due
- 9-4 *Making the Journey* Chapter 2
10 Easy Ways to Use Technology in the English Classroom Chapter 2
In Case You Teach English Case 2
Response Paper Due
- 9-11 *Making the Journey* Chapter 3
10 Easy Ways to Use Technology in the English Classroom Chapter 3
In Case You Teach English Case 3
Response Paper Due
- 9-18 *Seeing & Believing* Introduction and Part One (1-39)
10 Easy Ways to Use Technology in the English Classroom Chapter 4
In Case You Teach English Case 4
- 9-25 **Journal Article Assignment Draft Due for Peer Response**
Seeing and Believing Part Two (40-67)
In Case You Teach English Case 5
- 10-2 **Journal Article Assignment Due**
Seeing & Believing Part Three (68-149)
In Case You Teach English Case 6
10 Easy Ways to Use Technology in the English Classroom Chapter 5
- 10-9 **Mini-Lessons Begin**
Making the Journey Chapter 4
In Case You Teach English Case 7
10 Easy Ways to Use Technology in the English Classroom Chapter 6
Response Paper Due
- 10-16 **Mini-Lessons Continue**
Making the Journey Chapter 6
10 Easy Ways to Use Technology in the English Classroom Chapters 7-8
In Case You Teach English Case 8

- 10-23 **Mini-Lessons Continue**
Making the Journey Chapter 8
In Case You Teach English Cases 9-10
10 Easy Ways to Use Technology in the English Classroom Chapter 9
Response Paper Due
- 10-30 **Mini-Lessons Continue**
Making the Journey Chapter 9
10 Easy Ways to Use Technology in the English Classroom Chapter 10
In Case You Teach English Cases 11-12
- 11-6 **Unit Plan Draft Due for Peer Response**
Thinking Through Genre Chapter 1
In Case You Teach English Cases 13-14
- 11-13 **Unit Plan Due**
Making the Journey Chapter 10
Thinking Through Genre Chapter 2
In Case You Teach English Cases 15-16
- 11-27 **Clinical Experience Essay Draft Due for Peer Response**
Thinking Through Genre Chapter 3
In Case You Teach English Cases 17-18
- 12-4 *Thinking Through Genre* Chapter 4
In Case You Teach English Cases 19-20
Portfolio Due
Clinical Experience Essay Due
Completed Clinical Hours Sheet Due
Yellow Evaluation Sheet Due
Revised Unit Plan Sent through Live Text before Class